



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mount Eden High	01611920135319	05/23/2023	August 28, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mount Eden High for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Mount Eden High for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

Mt. Eden High School developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

Educational Partner Involvement

How, when, and with whom did Mount Eden High consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Educational partners include; members of the SSC which is made up of students, parents, staff, the principal. We also included ELAC, AASAI, and other outside staff to participate in the process who are classified and certificated. Parents, students and community members are welcome at all of our decision making meetings that facilitate the completion of the SPSA.

The development of this Single Plan for Student Achievement was a collaborative effort. All team members were apart of the brainstorming process.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Our school has been receiving Title 1 funds for the past six years. The qualification of this funding is dependent on the percentage of students receiving free/reduced lunches. The number of students receiving free and reduced lunches had been steadily rising and therefore, we have started benefiting from this funding source. This money is intended to raise student achievement in the core subject areas for our English learners and students who come from socioeconomically disadvantaged backgrounds.

As we continue to recover from the pandemic, our school is in need of more opportunities available for students to earn credits for classes they failed and recover any learning loss. These efforts will help students get back on track for graduation without needing to seek an alternative placement.

Over 65% of our students qualify for free and reduced lunch. While we have improved our chromebook-to-student ratio, we still do not have sufficient technical resources to have one device for each student enrolled. Last but not least, our WASC follow-up action items suggest that our students do not have consistency in their instructional experiences. Therefore our WASC follow-up action items included the following tasks: create common assessments; develop shared teaching practices; and develop a scope and sequence for each area in which more than one teacher provides instruction.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Suspension Rates
English Learner Progress
Graduation Rate
Mathematics Scores

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

ELA - Hispanic & English Learner Population
Suspension Rates - African American, English Learners, Hispanic, and Students with Disabilities

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Per our WASC Self-Study, other areas that stakeholders saw as needs for improvement are as follows:

- * Identifying and using Tier 1 Strategies to support creative interventions for struggling and failing students
- * Site wide Professional Development to support analysis of data and development of common assessments for vertical and horizontal alignment
- * Expand opportunities for credit recovery to support our declining graduation rate.
- * Increase school wide activities (rallies/assemblies) to strengthen school community and celebrate shared identities
- * Formalize a PLC model system to measure the impact of PD and instructional strategies on student achievement
- * Expand restorative justice training and programs to address chronic suspension and truancy rates and to support a sense of belonging for students.
- * Increase and maximize collaboration with families to foster stronger partnerships and support with daily challenges of high school students.
- * Integration of SEL initiatives and resources in all classrooms
- * Increase College/Career Development and Career exploration opportunities for all students.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mount Eden High. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0.15%	0.21%	4	3	4
African American	7.52%	7.04%	6.71%	146	137	127
Asian	11.13%	10.53%	10.20%	216	205	193
Filipino	12.00%	12.99%	12.05%	233	253	228
Hispanic/Latino	58.73%	58.5%	60.62%	1140	1139	1147
Pacific Islander	3.66%	3.75%	3.75%	71	73	71
White	3.30%	3.39%	2.80%	64	66	53
Multiple/No Response	3.40%	3.54%	3.54%	66	69	67
Total Enrollment				1941	1947	1892

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	454	520	462
Grade 10	486	462	524
Grade 11	528	481	453
Grade 12	473	484	453
Total Enrollment	1,941	1,947	1,892

Conclusions based on this data:

- MEHS has had a decrease in enrollment from 2020-2022, contributing factors could be COVID-19 pandemic and increase in housing cost. However, enrollment has increased 6% from 2022 to present
 - * Our Hispanic/Latino population makes up more than 50% of our school population which is higher than our community make up of 38.9% (DATA USA)
 - * Households reported that 863 families predominantly speak Spanish rather than English
 - * Over 70% of our student population is considered socioeconomically disadvantaged
 - * We have seen a 18% increase in socioeconomically disadvantaged students this year
 - * We have seen in a 3% increase in English Language Learners between 2020-2022
 - * Students with disabilities has increased 3% over the past 4 years

2. MEHS continues to see that more than half of our school population are Hispanic/Latino students (58.5%) and most families predominantly speak Spanish other than English at home. English language learners are a growing population, up 3% from last year. We also see a continued trend in serving a large population of socioeconomically disadvantaged students, which has grown 18% since last year. In total more than 70% of our students identify as socioeconomically disadvantaged. Our programs AVID and Puente are designed to support underserved and underrepresented students. Knowing our students and their families and fostering relationships has been a priority since returning from distance learning. Coffee with the Principal and our annual Back to school night block parties have been opportunities to build relationships with families, broader community, and stakeholders to create a school community that can support the Whole Child.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	216	182	201	11.20%	11.1%	10.6%
Fluent English Proficient (FEP)	1054	1,070	1011	53.80%	54.3%	53.4%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. We continue to see an increase in Multilingual Learners enrolling at Mt. Eden. We need to continue to increase our supports for language learners and reclassification support for our long term ELs. This year, we are looking to expand upon our ELA Sheltered programming, which includes creating team of teacher/staff that will develop curriculum, increase support from our EL Specialist and Bilingual Paraeducator to encourage language development and confidence to pass ELPAC and CAASPP tests. In addition, we will increase opportunities for our Multilingual Learners to engage in activities that promote college and career readiness outside of classrooms.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	476	495	465	0	418	412	0	410	405	0.0	84.4	88.6
All Grades	476	495	465	0	418	412	0	410	405	0.0	84.4	88.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2592.	2581.		21.95	19.26		33.17	36.79		27.32	22.96		17.56	20.99
All Grades	N/A	N/A	N/A		21.95	19.26		33.17	36.79		27.32	22.96		17.56	20.99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11		23.89	21.29		59.61	59.65		16.50	19.06	
All Grades		23.89	21.29		59.61	59.65		16.50	19.06	

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		28.43	25.50		49.63	50.74		21.95	23.76
All Grades		28.43	25.50		49.63	50.74		21.95	23.76

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.44	10.89		71.57	75.00		12.99	14.11
All Grades		15.44	10.89		71.57	75.00		12.99	14.11

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		21.52	18.81		65.04	67.82		13.45	13.37
All Grades		21.52	18.81		65.04	67.82		13.45	13.37

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Conclusions based on this data:

1. When examining the past 2 years our 11th graders ELA scores increased from 55.12% exceeding or meeting standards to 56.05% in the same category. We predict that the use of the HMH assessment and the ELA department working towards common rubrics by grade level for skill acquisition will help to ease the angst of ELA testing. In addition, we have a growing population of teachers, students, and families who are encouraging and requesting to opt-out of CAASPP testing. This trend can continue to pose great harm to our school.
2. When examining the past 2 years 11th graders scored best in the category go Reading: Understanding Stories and Information. Although there has been a 3% increase in students scoring below average, 80% scored near or above standard in the most recent CAASPP score. In the category of Writing: Producing Clear and Purposeful Writing students scored an average of 77% near or above standard. As we continue to diversify our reading novels and curriculum plans, we hope that our students who are At or Near standard will be able to find some connections to content and be able to improve scores.
3. In the category of Listening: Demonstrating Effective Communication Skills students overall scored the highest with an average score of 86% near or above standard. Another overall strength to highlight is students' performance in Research/Inquiry: Investigating, Analyzing, and Presenting Information. Students scored an average of 87% near or above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	476	495	465	0	380	411	0	379	408	0.0	76.8	88.4
All Grades	476	495	465	0	380	411	0	379	408	0.0	76.8	88.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2533.	2520.		6.86	6.86		16.09	12.75		21.37	20.83		55.67	59.56
All Grades	N/A	N/A	N/A		6.86	6.86		16.09	12.75		21.37	20.83		55.67	59.56

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		10.32	12.01		36.77	27.94		52.91	60.05
All Grades		10.32	12.01		36.77	27.94		52.91	60.05

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.92	6.62		63.06	61.27		29.02	32.11
All Grades		7.92	6.62		63.06	61.27		29.02	32.11

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		9.50	8.09		62.27	61.27		28.23	30.64
All Grades		9.50	8.09		62.27	61.27		28.23	30.64

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Conclusions based on this data:

1. During 2022-2023 our Math scores decreased by 3%. Overall in the past two years 21.5% of students met or exceeded standards. In contrast an average of 78.5% students scored nearly met or not met standards. To address our student math performance we have partnered with Chabot Community College and Trio math to provide math tutoring. Persistent disparities in Math performance among students with disabilities and English learners indicate the need for targeted interventions to address specific areas of improvement.
2. Overall students scored the best in 2 categories, Modeling/Data Analysis & Communicating Reasoning. In the past 2 years an average of 69.5% of students met near or above average in the category of Problem Solving & Modeling/Data Analysis. In the category of Communicating and Reasoning students scored an average of 70.5% near or above standards. Overall in the past 2 years students scored the least in Concepts and Procedures with an average score of 43.5% near or above standards.
3. To address our student math performance we have partnered with Chabot Community College and Trio math to provide math tutoring. Persistent disparities in Math performance among students with disabilities and English learners indicate the need for targeted interventions to address specific areas of improvement.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1561.6	1549.2	1532.9	1568.7	1545.4	1531.0	1553.8	1552.8	1534.2	61	45	47
10	1579.8	1559.1	1546.2	1584.6	1561.0	1550.9	1574.5	1556.8	1540.8	33	68	44
11	1533.9	1567.1	1548.8	1535.1	1563.8	1542.7	1532.1	1569.9	1554.4	44	34	51
12	1572.2	1575.3	1547.4	1566.5	1577.2	1547.0	1577.4	1572.8	1547.3	20	28	23
All Grades										158	175	165

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.86	8.89	4.26	47.46	51.11	36.17	37.29	31.11	38.30	3.39	8.89	21.28	59	45	47
10	23.33	16.18	9.09	53.33	44.12	45.45	23.33	26.47	29.55	0.00	13.24	15.91	30	68	44
11	9.76	8.82	2.00	48.78	44.12	38.00	29.27	44.12	48.00	12.20	2.94	12.00	41	34	50
12	22.22	17.86	8.70	38.89	46.43	30.43	33.33	32.14	47.83	5.56	3.57	13.04	18	28	23
All Grades	14.86	13.14	5.49	47.97	46.29	38.41	31.76	32.00	40.24	5.41	8.57	15.85	148	175	164

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	40.68	13.33	14.89	40.68	71.11	44.68	16.95	13.33	31.91	1.69	2.22	8.51	59	45	47
10	56.67	29.41	25.00	33.33	45.59	47.73	10.00	19.12	25.00	0.00	5.88	2.27	30	68	44
11	31.71	29.41	12.00	51.22	61.76	66.00	7.32	8.82	20.00	9.76	0.00	2.00	41	34	50
12	38.89	39.29	13.04	33.33	50.00	65.22	22.22	7.14	17.39	5.56	3.57	4.35	18	28	23
All Grades	41.22	26.86	16.46	41.22	56.00	54.88	13.51	13.71	24.39	4.05	3.43	4.27	148	175	164

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.39	4.44	2.13	27.12	20.00	17.02	50.85	57.78	40.43	18.64	17.78	40.43	59	45	47
10	13.33	5.88	0.00	20.00	26.47	18.18	60.00	41.18	52.27	6.67	26.47	29.55	30	68	44
11	2.44	2.94	2.00	21.95	35.29	16.00	46.34	50.00	54.00	29.27	11.76	28.00	41	34	50
12	11.11	3.57	4.35	22.22	25.00	26.09	50.00	64.29	26.09	16.67	7.14	43.48	18	28	23
All Grades	6.08	4.57	1.83	23.65	26.29	18.29	51.35	50.86	45.73	18.92	18.29	34.15	148	175	164

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.47	0.00	4.26	72.88	91.11	70.21	18.64	8.89	25.53	59	45	47
10	3.33	2.94	2.27	83.33	80.88	86.36	13.33	16.18	11.36	30	68	44
11	0.00	0.00	2.00	75.61	76.47	82.00	24.39	23.53	16.00	41	34	50
12	17.65	3.57	4.35	58.82	78.57	69.57	23.53	17.86	26.09	17	28	23
All Grades	6.12	1.71	3.05	74.15	82.29	78.05	19.73	16.00	18.90	147	175	164

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	87.93	79.55	76.60	12.07	20.45	17.02	0.00	0.00	6.38	58	44	47
10	96.67	87.88	81.82	3.33	9.09	18.18	0.00	3.03	0.00	30	66	44
11	87.80	97.06	58.00	2.44	2.94	42.00	9.76	0.00	0.00	41	34	50
12	87.50	96.43	78.26	12.50	3.57	21.74	0.00	0.00	0.00	16	28	23
All Grades	89.66	88.95	72.56	7.59	9.88	25.61	2.76	1.16	1.83	145	172	164

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.47	8.89	2.13	57.63	60.00	51.06	33.90	31.11	46.81	59	45	47
10	20.00	14.93	9.09	50.00	49.25	59.09	30.00	35.82	31.82	30	67	44
11	4.88	8.82	4.00	48.78	50.00	42.00	46.34	41.18	54.00	41	34	50
12	11.11	7.14	8.70	44.44	64.29	34.78	44.44	28.57	56.52	18	28	23
All Grades	10.14	10.92	5.49	52.03	54.60	48.17	37.84	34.48	46.34	148	174	164

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.69	2.22	0.00	84.75	86.67	85.11	13.56	11.11	14.89	59	45	47
10	6.67	1.47	0.00	86.67	76.47	81.82	6.67	22.06	18.18	30	68	44
11	24.39	8.82	10.00	63.41	88.24	82.00	12.20	2.94	8.00	41	34	50
12	6.25	14.29	4.35	87.50	82.14	73.91	6.25	3.57	21.74	16	28	23
All Grades	9.59	5.14	3.66	79.45	82.29	81.71	10.96	12.57	14.63	146	175	164

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Our overall English language proficiency score for level 4 has dropped 20% since the 2019-2020 school year. A contributing factor could be the switch from CELDT to ELPAC in 2018.
 ? Overall we have seen a drop in Level 4 oral and written scores since the 2019-2020 school year.
 ? Level 3 speakers on average have scored overall between 42-44% on the ELPAC
 ? On average Level 3 speakers are the highest number of English learners.

? The average Level 3 oral score since 2019 is 42%. We also see a 4% increase with Level 3 oral scores since 2019.

? The average Level 3 written score is 25.5% with a 2% decrease since 2019.

? English language learning students have decreased from 244 in 2021-2022 to 192 in 2022-2023.

? Initial Fluent English Proficient (IFEP) 12th grade students fell from 13.8% to .2% from 2019-20 to 2020-21. We are now seeing an increase in the 2022-2023 school year with 11.2% classified as IFEP.

? English learners increased from 31% to 45% during the 2020-2021 school year however, it decreased to 37.5% in the 2022-2023 school year.

2. Our students consistently perform better on the oral portion compared to the written portion, which may be due to students' writing skills as well as English proficiency skills. The number of English Learners at our site has fluctuated in the past two years as some of our families moved during distance learning. Since the increase of English Learners occurred in 2022-23, MEHS developed a sheltered English class to give additional support to English Learners. Since many of our English Learners have had a 16.6% rise in chronic absenteeism since 2020-21, more attention is needed to support attendance, engagement and parent involvement.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1947	71.2	9.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mount Eden High.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	182	9.3
Foster Youth		
Homeless	27	1.4
Socioeconomically Disadvantaged	1386	71.2
Students with Disabilities	262	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	137	7
American Indian	3	0.2
Asian	205	10.5
Filipino	253	13
Hispanic	1139	58.5
Two or More Races	69	3.5
Pacific Islander	73	3.7
White	66	3.4

Conclusions based on this data:

1. MEHS continues to see that more than half of our school population are Hispanic/Latino students (58.5%) and most families predominantly speak Spanish other than English at home. English language learners population decreased by 2% this past year. We also see a continued trend in serving a large population of socioeconomically disadvantaged students, which has grown 18% since last year. In total more than 70% of our students identify as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Graduation Rate Orange	Suspension Rate Orange
Mathematics Orange	Chronic Absenteeism No Performance Color	
English Learner Progress Red		
College/Career Medium		

Conclusions based on this data:

1. Academic performance in ELA, Math, and Language Learner Progress is low which we assumed would be the case as we continue to navigate post COVID times. We continue to see a drop in graduation rates from High to Medium, however, we are seeing an increase in A-G completion rates and college going students. Suspension rates are still in Orange, however, we have decreased our suspensions in the 23-24 school year by implementing student behavioral contracts for various discipline infractions along with building our restorative culture climate with the support of our Restorative Justice Counselor.
2. Mt. Eden has been making an intentional shift from suspensions for non-violent infractions and toward restorative practices. Due to behavior challenges, MEHS implemented individualized behavior contracts, hired two SEL counselors to assist our more vulnerable students, expanded our COST services, and partnered with Seneca Health Services for additional therapy options. Based on our suspension numbers and student survey information, continuing to address school safety as well as student wellness remains a top priority for our site.
3. Although there was a slight increase in 2022, our 2023 graduation rates decrease can be linked to the Reduced Credit program that ended in 2022. Dropout out rates have risen since COVID-19, and learning loss and credit recovery can be a contributing factor. We have had an increase however, in students earning Golden State Seal Merit and Seal of Biliteracy. Graduates meeting UC/CSU requirements have risen 7% in contrast to a decrease in graduation rates and an increase in students dropping out.

School and Student Performance Data

Academic Performance English Language Arts

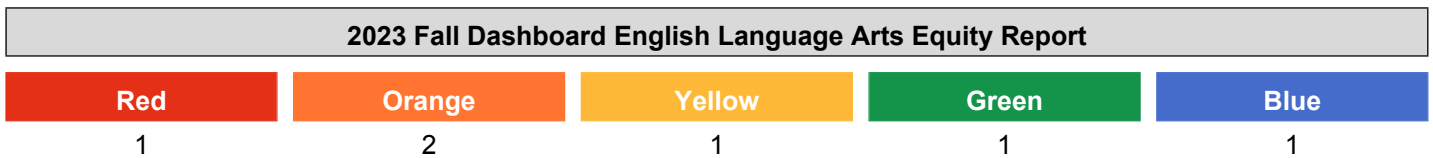
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>26.6 points below standard</p> <p>Increased +4.2 points</p> <p>435 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>102.9 points below standard</p> <p>Increased Significantly +20 points</p> <p>87 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>267.2 points below standard</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>34.4 points below standard</p> <p>Increased +8.2 points</p> <p>310 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>160.6 points below standard</p> <p>Increased Significantly +16.7 points</p> <p>54 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 61.4 points below standard Increased Significantly +70.2 points 31 Students	 No Performance Color 0 Students	 Blue 42.3 points above standard Increased Significantly +17.8 points 51 Students	 Green 33 points above standard Increased +13.4 points 60 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 51.5 points below standard Decreased -4.9 points 253 Students	22.9 points below standard Decreased Significantly - 20.2 points 14 Students	75.8 points below standard Decreased Significantly - 39.4 points 14 Students	44.8 points below standard Decreased Significantly - 19.4 points 16 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
123.1 points below standard Increased Significantly +33.3 points 50 Students	75.7 points below standard Increased +11.2 points 37 Students	27.9 points below standard Increased Significantly +17 points 156 Students

Conclusions based on this data:

1. Scores related to Students with Disabilities continue to show a trend in the majority of students scoring in the nearly met or not met category. However, in the past two years there has been a 12% increase in Students with Disabilities scoring in the exceeded or met category.
2. 2022 ELA scores slightly dropped by 3% in comparison to the previous year. However, the Standard met (38%) increased by 3% in comparison to the previous year (33%). Overall, in both 2021-2022 (82%) and in 2022-2023 (79%) an overwhelming number of students have exceeded, met, or nearly met CAASPP ELA.

School and Student Performance Data

Academic Performance Mathematics

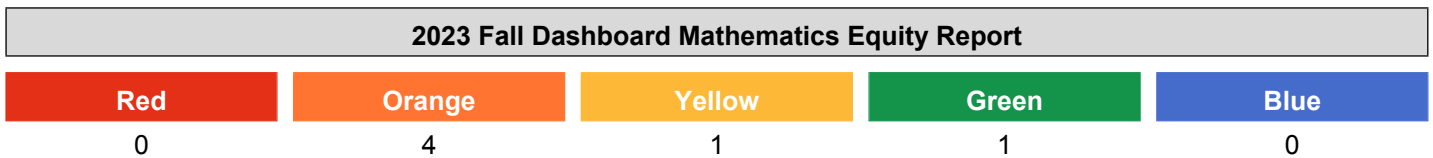
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 124.7 points below standard Increased Significantly +18.1 points 436 Students	<p>English Learners</p>  Orange 204.8 points below standard Increased Significantly +17.8 points 88 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 135.8 points below standard Increased Significantly +17.1 points 311 Students	<p>Students with Disabilities</p>  Orange 227.2 points below standard Increased Significantly +27.4 points 54 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>150.8 points below standard</p> <p>Increased Significantly +75.9 points</p> <p>31 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>36.1 points below standard</p> <p>Increased Significantly +44 points</p> <p>52 Students</p>	<p></p> <p>Yellow</p> <p>61.5 points below standard</p> <p>Increased +6 points</p> <p>60 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>158.7 points below standard</p> <p>Increased +5.9 points</p> <p>253 Students</p>	<p>100.9 points below standard</p> <p>Increased Significantly +50.7 points</p> <p>14 Students</p>	<p>188.6 points below standard</p> <p>Decreased Significantly - 27.2 points</p> <p>15 Students</p>	<p>92.9 points below standard</p> <p>Increased Significantly +25.5 points</p> <p>16 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>226.2 points below standard</p> <p>Increased Significantly +15.8 points</p> <p>51 Students</p>	<p>175.3 points below standard</p> <p>Increased Significantly +25.6 points</p> <p>37 Students</p>	<p>113.2 points below standard</p> <p>Increased Significantly +43.9 points</p> <p>155 Students</p>

Conclusions based on this data:

1. Disproportionately students with disabilities and English learners continue to score the lowest in Math. We will continue to work with English learners who underperform on the CAASPP. An average of 3% of English language learners met or exceeded standards the past 2 years. 2% of Students with Disabilities met or exceeded standards.
2. To address our student math performance we have partnered with Chabot Community College and Trio math to provide math tutoring. Persistent disparities in Math performance among students with disabilities and English learners indicate the need for targeted interventions to address specific areas of improvement.

School and Student Performance Data

Academic Performance English Learner Progress

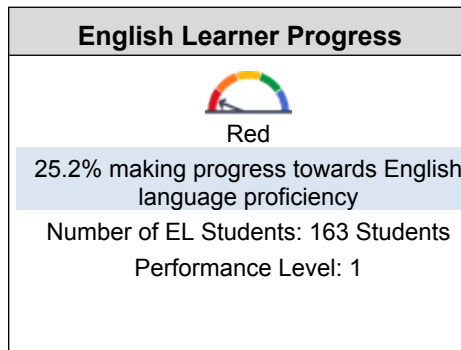
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
60	58	0	41

Conclusions based on this data:

- * Overall we have seen a drop in Level 4 oral and written scores since the 2019-2020 school year.
 - * On average Level 3 speakers are the highest number of English learners.
 - ? The average Level 3 oral score since 2019 is 42%. We also see a 4% increase with Level 3 oral scores since 2019.
 - ? The average Level 3 written score is 25.5% with a 2% decrease since 2019.
- 2019-20. Our students consistently perform better on the oral portion compared to the written portion, which may be due to students’ writing skills as well as English proficiency skills. The number of English Learners at our site has fluctuated in the past two years as some of our families moved during distance learning. Since the increase of English Learners occurred in 2022-23, MEHS developed a sheltered English class to give additional support to English Learners. Since many of our English Learners have had a 16.6% rise in chronic absenteeism since 2020-21, more attention is needed to support attendance, engagement and parent involvement.

School and Student Performance Data

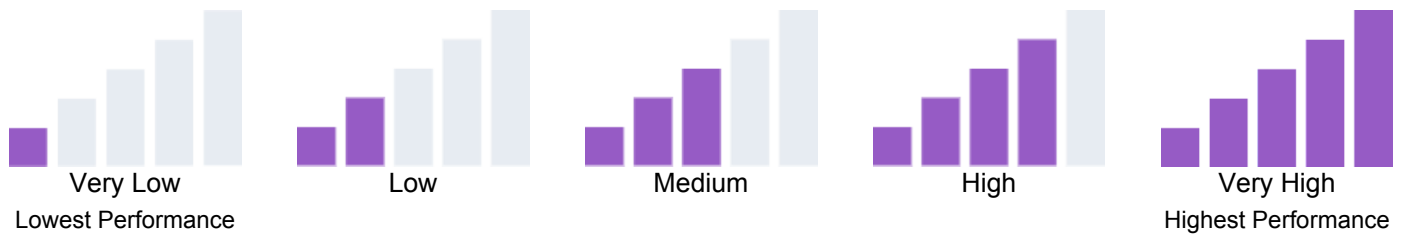
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

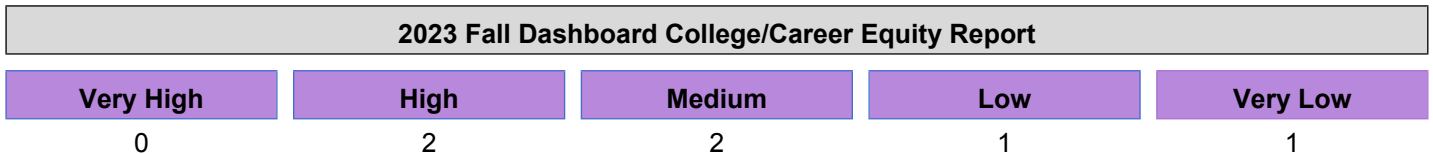
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

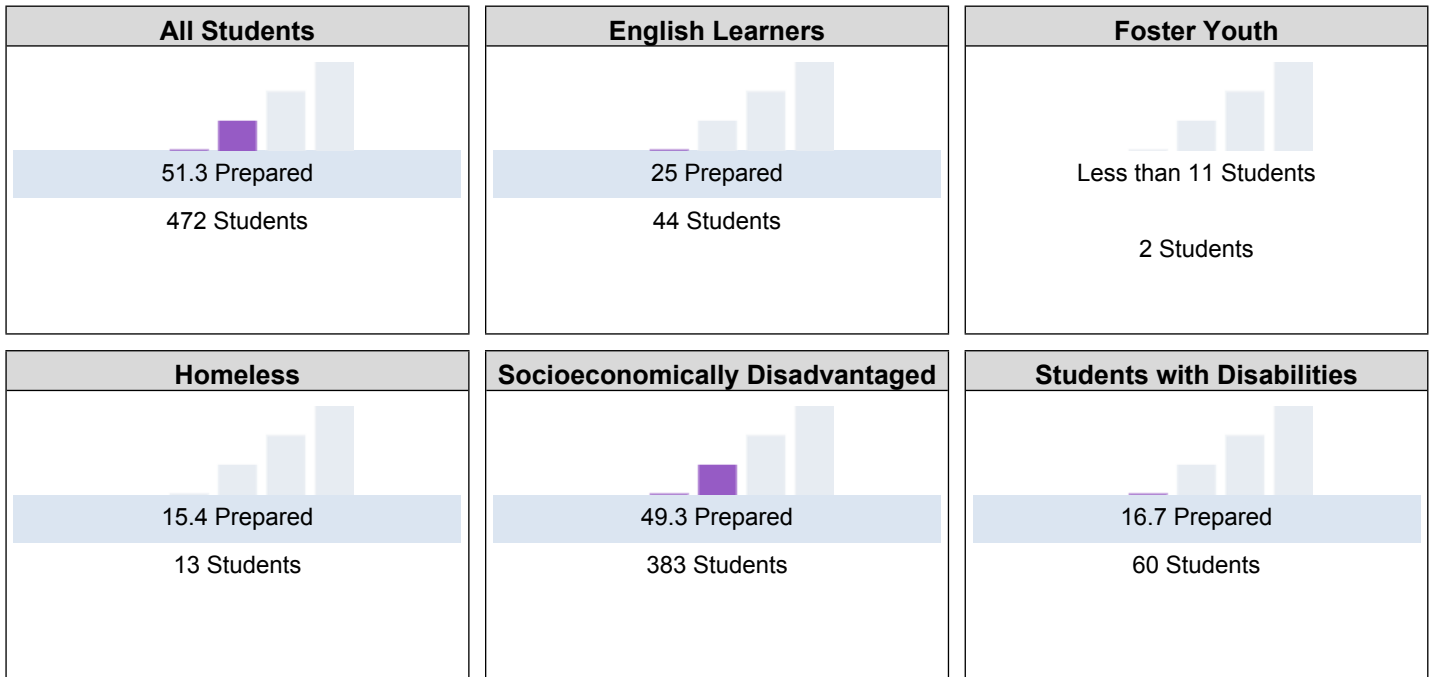


This section provides number of student groups in each level.

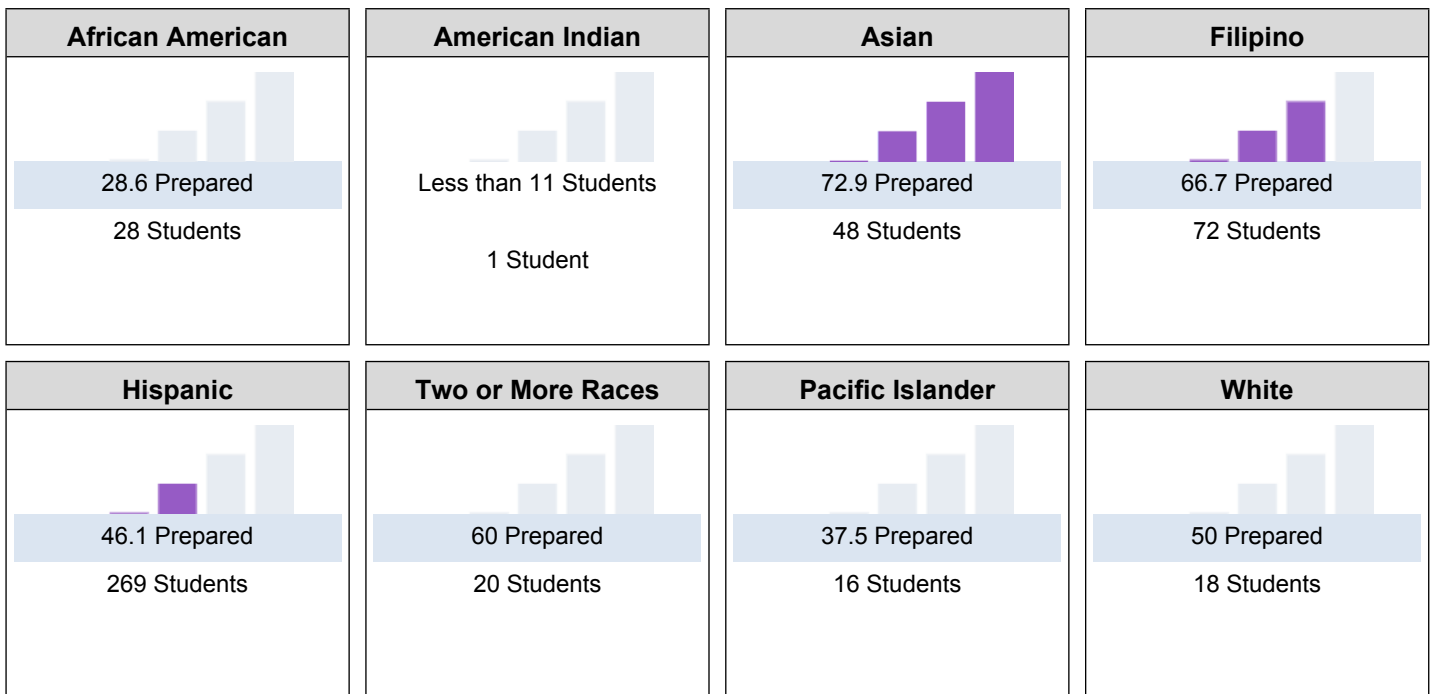


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. We see an overall increase in A-G requirements being met as well as College and Career preparedness. While our goal through the pandemic was to have students prepared at a level similar to pre-pandemic years, the students are overall surpassing those expectations. For AP scores, we added a 10th grade test option in AP World History in 2020-21, which impacted both our enrollment numbers and scores. In the past two years, those scores have increased since our return to the physical classroom and more consistent attendance policies. While our Hispanic and Latino students are still disproportionately meeting A-G requirements compared to Asian and White students, our Puente, Avid Programs, and our College and Career center are targeting support for those students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”











This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<p align="center">African American</p> <p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center">American Indian</p> <p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center">Asian</p> <p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center">Filipino</p> <p align="center"></p> <p align="center">No Performance Color 0 Students</p>
<p align="center">Hispanic</p> <p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center">Two or More Races</p> <p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center">Pacific Islander</p> <p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center">White</p> <p align="center"></p> <p align="center">No Performance Color 0 Students</p>

Conclusions based on this data:

1. No Data

School and Student Performance Data

Academic Engagement Graduation Rate

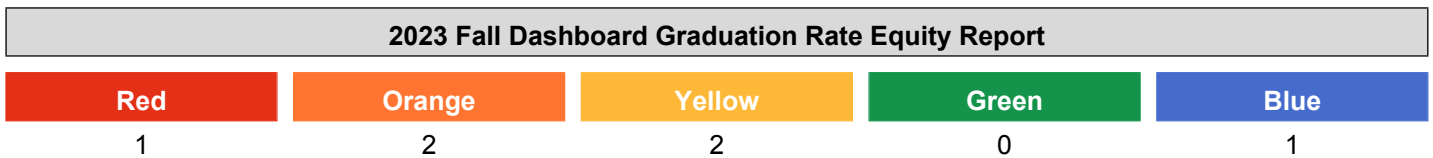
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 84.4% graduated Decreased Significantly -5.4 474 Students	English Learners Yellow 79.5% graduated Increased 3.1 44 Students	Foster Youth Less than 11 Students 2 Students
Homeless 46.2% graduated 13 Students	Socioeconomically Disadvantaged Orange 83.9% graduated Decreased -4.3 385 Students	Students with Disabilities Red 65.6% graduated Decreased Significantly -8.2 61 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>72.4% graduated</p> <p>Decreased Significantly - 19.9</p> <p>29 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Blue</p> <p>95.8% graduated</p> <p>Increased 3.6</p> <p>48 Students</p>	<p></p> <p>Yellow</p> <p>94.4% graduated</p> <p>Decreased Significantly -5.6</p> <p>72 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>81.9% graduated</p> <p>Decreased -4.9</p> <p>270 Students</p>	<p>85% graduated</p> <p>20 Students</p>	<p>75% graduated</p> <p>Decreased Significantly -8.3</p> <p>16 Students</p>	<p>77.8% graduated</p> <p>Decreased Significantly - 15.1</p> <p>18 Students</p>

Conclusions based on this data:

- The bulk of our chronically absent students consistently belong to the categories of socioeconomically disadvantaged and Hispanic or Latino, which is consistent with the demographic of our school.

 - ? Our most financially vulnerable students (homeless, foster youth) as well as our students with disabilities and English Learners continue to have concerning high rates near and above 50%.
 - ? English Learners saw a decrease in chronic absenteeism from between 2021-22 and 2022-23, but are still 16.6% higher than the rate in 2020-21.
 - ? Mt. Eden's chronic absenteeism rate falls 3.5% below the rate for Hayward Unified School District, but is still 8.7% higher than the state average.
- All student groups should at least be at a 90% graduation rate. With that said, our African American, Hispanic, Pacific Islander, and White subgroups all need support to increase grad rate
- Some reasons for the increase in unexcused absences are transportation and childcare based with parents returning to work, housing insecurity, or other financial reasons. Both the site and the District work diligently to contact parents by phone to increase student attendance, and many teachers, supply virtual options for students to complete work while off-site.

School and Student Performance Data

Conditions & Climate Suspension Rate

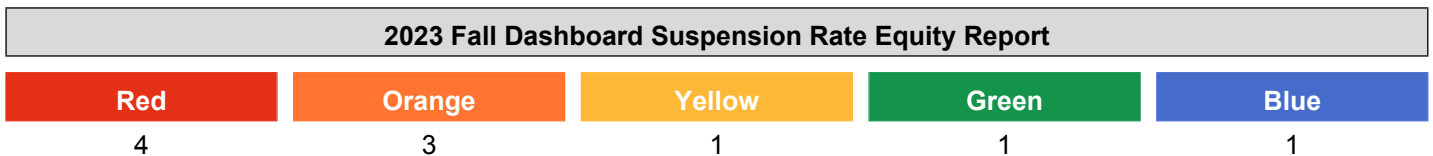
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.













Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."










This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.7% suspended at least one day</td> </tr> <tr> <td>Increased 1.8 2037 Students</td> </tr> </tbody> </table>	All Students	 Orange	6.7% suspended at least one day	Increased 1.8 2037 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">13.3% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 5.4 233 Students</td> </tr> </tbody> </table>	English Learners	 Red	13.3% suspended at least one day	Increased Significantly 5.4 233 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">14.3% suspended at least one day</td> </tr> <tr> <td>Increased 0.6 35 Students</td> </tr> </tbody> </table>	Homeless	14.3% suspended at least one day	Increased 0.6 35 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.5% suspended at least one day</td> </tr> <tr> <td>Increased 2.1 1498 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	7.5% suspended at least one day	Increased 2.1 1498 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.5% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 3.3 287 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	12.5% suspended at least one day	Increased Significantly 3.3 287 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 12.8% suspended at least one day Increased 3.1 148 Students	Less than 11 Students 4 Students	 Blue 1.5% suspended at least one day Declined Significantly -2.6 206 Students	 Yellow 1.9% suspended at least one day Maintained -0.2 260 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 8.1% suspended at least one day Increased Significantly 3.1 1194 Students	 Green 3.8% suspended at least one day Declined -0.3 78 Students	 Orange 7.7% suspended at least one day Increased 2.4 78 Students	 Orange 4.3% suspended at least one day Increased 1.4 69 Students

Conclusions based on this data:

- Overall, our suspension rate decreased. We notice a high suspension rate for African American students and attribute that to some of our AA students being disengaged and not connected to school culture and classroom environments. We can also look at the disproportionate number of AA students that are being sent out of class or are being truant as a factor that contributes to the increase. We seek to create a more wraparound support for our African American students (i.e. BASU club events, college and career study trips and programs on campus; and tutoring specifically for AA students). We hope that will be able to engage students and build confidence that they belong and feel welcome in classrooms.
- The same as above is similar for our Hispanic/Latino population (also including our Language Learners). We seek to create more wraparound support for our Hispanic/Latino students which includes school connectedness strategies, intentional college and career planning, academic interventions, and additional personnel to support academic engagement.
- Mt. Eden has been making an intentional shift from suspensions for non-violent infractions and toward restorative practices. Due to behavior challenges, MEHS implemented individualized behavior contracts, hired two SEL counselors to assist our more vulnerable students, expanded our COST services, and partnered with Seneca Health Services for additional therapy options. Our 3 sections of classes in the Peer Assistance program trains students to facilitate peer to peer mentoring and conflict mediation. While suspensions related to fights and drug use have increased, our percentage of students who have only one suspension remains high, showing progress with our new interventions. Additionally, it is a point of pride that students are feeling connected to a caring adult at school and the school overall after returning from distance learning. Based on our suspension numbers and student survey information, continuing to address school safety as well as student wellness remains a top priority for our site.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All students will increase performance on CAASPP ELA by 10% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?

HMH Growth Measurement Assessment
Semester D's & F's
CAASPP ELA Scores
WASC Findings and Suggested Action Items

Strategy:

Please see the action tasks.

Groups participating in this goal:

ALL Students with an emphasis on the following student groups (Foster Youth, Multilingual Learners, and Socioeconomically Disadvantaged).

How does the goal align with your Local Educational Agency Plan goals?

Our district goal is to improve ELA proficiency by 10% for all student learners. Our intentional support is providing equitable and supportive access to resources, course content, intervention, and culturally responsive pedagogy. Our district wide goal of Literacy across curricular contents through school wide support in reading, writing, listening, and speaking.

What did the analysis of the data reveal that led you to this goal?

Our data revealed that we are seeing consistent gains in reading, writing, listening, and research/inquiry throughout our school as a whole. There are student groups (Hispanic/Latino, African American, Multilingual Learners, Socioeconomically disadvantaged) that still need additional support in improving literacy skills.

Per our WASC findings, our staff is in need of accessing and learning more Tier 1 strategies for student engagement/ rigor in class and the need for common assessment strategies to see connections of student learning horizontally and vertically. There is also a need to improve and increase our ELD strategies that are used throughout the department.

In addition, it was recommended that we provide professional learning opportunities for staff in the areas of data analysis/creating common assessment rubrics and protocols, ELD strategies, and ways to support horizontal and vertical cohesion as a staff. It is important to prioritize the growth of our educators (certificated and classified) to ensure we are knowledgeable of multiple ways to engage our diverse student population.

Which stakeholders were involved in analyzing data and developing this goal?

SSC members
Parents
Educational staff
Administrative Staff
Students

Anticipated annual growth for each group:

We anticipate a 10% increase in students moving into the Met and Exceeded Standards in ELA on the CAASPP

We anticipate that our semester D's and F's will decrease throughout the year

We anticipate that 100% of our students will participate in the HMH Growth Measurement Assessment at least one time a year

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP & ELPAC)	ELA scores on CAASPP & ELPAC Scores	Improved student outcomes in ELA by one step from the prior year; 10% increase in students Met and Exceeded Categories
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades
HMH Assessment in ELA classes	HMH Assessment from student's previous year	Increased use of HMH Assessments to provide workable data to support student language and literacy. 50% of our students participated in HMH this year. We are hoping to improve to 75% of students completing at least one HMH assessment a year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Mt. Eden HS will continue to introduce new authors/speakers, novels/literature, and projects that reflects the culturally and linguistically diverse student population in our ELA classes. In addition, supplemental online curricular resources that support learning for our ELA and Social Sciences classes. Those online resources include Turnitin, DBQ, and Survey Monkey.</p> <p>Funds for this strategy will be used to purchase novels and other supplemental curricular content that engages students in a culturally responsive learning environment.</p>	All Students	2,000 Title I 0000: Unrestricted Materials and Supplies for ELA and Social Science Classrooms 1,500 Title I 0000: Unrestricted Special Education Core Content Educational Resources (ELA & Soc.Sci Content) 1,000 Title I 0000: Unrestricted AB/AR Related Resources 14,000 Title I 5000-5999: Services And Other Operating Expenditures Online Resources: Turnitin; DBQ, Survey Monkey
1.2	<p>Students will have access to tutoring/homework support before, throughout, and after school in a variety of ways to support a greater understanding, connection, and enjoyment of reading and writing.</p> <p>TRIO/ETS by way of Chabot College and California State University East Bay homework/tutoring/mentorship to support intervention supports.</p>	All Students	2,500 Title I 0000: Unrestricted Homework/Tutoring/Mentorsh ip/Credit Recovery Interventions

<p>1.4</p>	<p>Teachers and Paraeducators will be provided opportunities for professional learning/peer mentoring & observations to support with the ELA adopted curriculum.</p> <p>Funds in this strategy will be used to support teachers develop scope and sequence for courses, develop common assessments for student writing, and hours to support new teachers observe veteran teachers. (These funds will be reflected in our WASC Goal 8)</p>	<p>All Staff</p>	
<p>1.5</p>	<p>Provide Teachers and Paraeducators with collaboration time on a regular basis to develop and analyze assessment data to determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.</p> <p>Funds for this strategy will be used for scope and sequence development and department collaboration. (These funds will be reflected in our WASC Goal 8)</p>	<p>All Staff</p>	
<p>1.6</p>	<p>Provide professional learning opportunities to support implementation of ELD strategies to support effective scaffolding and differentiation of instruction for student success.</p> <p>Funds for this strategy will support professional learning opportunities to engage in that increases connectedness and rigor for language learners. (These funds will be reflected in our WASC Goal 8)</p>	<p>All Staff</p>	<p>2,000 Title I 0000: Unrestricted Curriculum Resources & Supplies for ELA Sheltered Classes</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Most of our strategies were implemented this year on a minimal level which has been a great start for our new department. We brought on 4 new ELA teachers this year with all but one being new to teaching. The department has also gone through a department chair change and meetings have been restructured to include more professional learning opportunities for the department. Supplemental materials and online resources like DBQ Online (for Social Science Teachers), Turnitin (ELA Department) and other materials have supported growth in classrooms. ELA teachers all purchased new novels to add that supports our aims to implement AB/AR related content in our curriculums that provide opportunities for students to be able to connect to the text to increase student engagement. Our site has also hosted a couple Poetry Slams and a Poetry Pop-Up in our ELA hallways that showcased one of our Assistant Principal's poetry skills. In terms of tutoring support, our students benefited from tutoring 3-4 days out of the week after school and several writing workshops hosted by ELA teachers.

From a curricular standpoint, our ELA teachers continued to engage with the newly adopted HMH Literature textbook and implementing the text into their curriculum. This year there were 2 opportunities for students to take the HMH Growth Assessment this year and almost 50% of our students took at least one of those assessments. The department

is working to develop common rubrics/assessment opportunities by grade level to work towards vertical and horizontal alignment with expectations of student growth, ability, and success by grade level and as they matriculate grades.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in our spending other than needing to be intentional about requesting guest speakers, provide more opportunities for academic and literary competitions, and continue to diversify our teaching resources. There needs to be more intentionality in finding professional learning opportunities for continued growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We need to seek out more opportunities for Professional Learning opportunities for our staff (as a group and individually) and support each subject with development of a scope and sequence that can be followed by more than one person. Creating some collaboration/peer mentor opportunities for the new teachers in the department or those new to teaching particular courses. Support to our Journalism programs (Journalism & Yearbook) with resources to support their programs that create additional opportunities for students to engage their ELA skills will be a necessity. In addition, we will look to engage students in poetry workshops that incorporate music, art, and technology to increase student connectedness to improving their literacy skills. These changes will be found in our strategies described above.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All students will increase performance on CAASPP Math by 5% annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery .

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?

HMH Growth Measurement Assessment
Semester D's & F's
CAASPP ELA Scores
WASC Findings and Suggested Action Items

Strategy:

Please see the action tasks.

Groups participating in this goal:

ALL Students with an emphasis on the following student groups (Foster Youth, English Learners, and Socioeconomically Disadvantaged).

How does the goal align with your Local Educational Agency Plan goals?

Our district goal is to improve Math proficiency by 10% for all student learners. Our intentional support is providing equitable and supportive access to resources, course content, intervention, and culturally responsive pedagogy. Our district wide goal of Literacy across curricular contents through school wide support in reading, writing, listening, and speaking.

What did the analysis of the data reveal that led you to this goal?

Our data revealed that we are students struggling in major areas of math achievement (i.e. Math practices, Algebra Functions, and Modeling). There are student groups (Hispanic/Latino, African American, Multilingual Learners, Socioeconomically disadvantaged, Special Education populations) that still need of targeted interventions to address the needs for improvement.

Per our WASC findings, our staff is in need of accessing, learning, and implementing more Tier 1 and ELD academic strategies for student engagement in class and the need for common assessments and ways to see connections of student learning horizontally and vertically. We need targeted interventions to support Math practices throughout the school.

In addition, it was recommended that we provide professional learning opportunities for staff in the areas of data analysis/creating common assessment rubrics and protocols, ELD strategies, and ways to support horizontal and vertical cohesion as a staff. It is important to prioritize the growth of our educators (certificated and classified) to ensure we are knowledgeable of multiple ways to engage our diverse student population.

Which stakeholders were involved in analyzing data and developing this goal?

SSC members
Parents
Educational staff
Administrative Staff
Students

Anticipated annual growth for each group:

We anticipate a 10% increase in students moving into the Met and Exceeded Standards in Math on the CAASPP
We anticipate that our semester D's and F's will decrease throughout the year

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP)	Math scores on CAASPP	Improved student outcomes in Math by one step from the prior year; 5% increase in students Met and Exceeded Categories
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Mt. Eden HS will provide students with access to supplemental online resources to support additional practice and comprehension of math and science standards.</p> <p>Funds for this strategy will be used to purchase supplemental online curriculum resources such as Kuta Works, Pear Deck, Anatomage (Virtual Physical Science Labs)</p>	All Students	<p>2,500 Title I 0000: Unrestricted Materials and Supplies for Math, Science, and STEAM classrooms (Flinn Scientific & Others) 1,500 Title I 0000: Unrestricted Supplemental Online Resources for Math, Science, STEAM Teachers: Kuta Works, Pear Deck, Anatomage (\$4,000 from Rollover) 1,500 LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds for Math/Science/STEAM Resources for SPED Department</p>
2.2	<p>Mt. Eden HS will provide teachers with collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.</p> <p>Funds for this strategy will be reflected in our WASC Goal 8.</p>	All Students	
2.3	<p>Students will also have access to participate in after school tutoring/homework support throughout the school year. We look to continue our partnership with TRIO/ETS by way of Chabot College and California State University East Bay to support homework/tutoring/mentorship interventions.</p>		<p>2,500 Title I 1000-1999: Certificated Personnel Salaries Homework/Tutoring/Mentorsh ip/Credit Recovery Interventions</p>

2.4	Mt. Eden HS will provide students with learning opportunities that support STEAM related activities that promotes a connection and understanding of how Science, Technology, Engineering, Art, and Mathematics can enhance college-going culture and awareness of career opportunities for students. An enhancement of Science labs, computer programming opportunities, engineering related student lessons, and school wide activities that promote connections to use of STEAM in everyday life.	All Students	1,500 LCFF Supplemental and Concentration Funds 0000: Unrestricted Math/STEAM Academic Competitions (i.e. Engineering Day, Math Olympics, etc.)
2.5	In addition, teachers will be provided opportunities for professional development, peer mentoring & observations to support their confidence with implementation of Tier1 & ELD academic strategies to support effective scaffolding and differentiation of instruction for student success. Funds for this strategy will be reflected in our WASC Goal 8.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Most of our strategies were implemented this year on a minimal level which has been monumental for the department. We brought in two new teachers in the last couple of years and they both have experienced teaching various levels of Algebra and Geometry for the department. Supplemental materials and online resources like Kuta Works, Delta Math, and Generation Genius and other materials have supported growth in classrooms. ELA teachers all purchased new novels to add that supports our aims to implement AB/AR related content in our curriculums that provide opportunities for students to be able to provide extra practice mastering math skills and individualized support. In terms of tutoring support, our students benefited from tutoring 3-4 days out of the week after school and math designated tutoring sponsored by Chabot College's TRIO program. Our Math teachers also facilitated our annual Engineering Day STEAM activity which comprised of classes building towers from popsicle sticks to see which one could hold the most weight without breaking. Algebra, Geometry, and Algebra 2 students all participated in this project and the energy and ideas for more programming as such continues to drive our department to continue this activity and more.

From a curricular standpoint, the department is working to develop common rubrics/assessment opportunities by grade level to work towards vertical and horizontal alignment with expectations of student growth, ability, and success by grade level and as they matriculate grades and mathematic content.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences to our intended plan and implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based upon our WASC findings, The implementation of targeted mathematics instruction and engagement strategies was indicated as an area for growth. We have put more funding and emphasis on ways to support teachers implement more guided instruction and Tier 1/ELD academic engagement strategies for student success. Our Math department

has made a commitment to begin work to implement some common assessment tools and consistent teaching strategies within like classes to support student engagement and success in Math. The continuous monitoring and adjustment of strategies ensure that each student receives the support they need to succeed in mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by one or more proficiency levels annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increasing student achievement, implementation of state standards, and course access.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?

Local Assessments
Semester D's & F's
CAASPP ELA/Math Scores
ELPAC Scores
WASC Findings and Suggested Action Items

Strategy:
Please see the action tasks.

Groups participating in this goal:
All Multilingual Learners at Mt. Eden HS.

How does the goal align with your Local Educational Agency Plan goals?

This goal is fully aligned with the educational framework, LCAP, and the HUSD Board Policy.

What did the analysis of the data reveal that led you to this goal?

Our data revealed that our Multilingual learners still are not meeting ELA & MATH CAASPP standards, still have significantly higher D/F grades, increase in chronic absenteeism, and low graduation rates.

Per our WASC findings, our staff is in need of accessing and learning more ELD & Tier 1 academic strategies for student engagement in all classes across the content areas. There is also a request for targeted interventions in Math and ELA for multilingual learners (including Long term ELs) to provide intensive support for students to graduate and be college/career ready.

In addition, it was recommended that we provide professional learning opportunities for staff in the areas of data analysis/creating common assessment rubrics and protocols, ELD strategies, and ways to support horizontal and vertical cohesion as a staff. It is important to prioritize the growth of our educators (certificated and classified) to ensure we are knowledgeable of multiple ways to engage our diverse student population.

Which stakeholders were involved in analyzing data and developing this goal?

SSC
ELAC
LCC
Parents (Coffee w/ Principal)
Teachers & Paraeducators
Site Administration
Students

Anticipated annual growth for each group:

We anticipate a 5% increase in students moving into the Met and Exceeded Standards in ELA/Math on the CAASPP
We anticipate a 5% increase in students successfully passing the ELPAC test and/or students are improving a level from the previous year (i.e. Student moves from Level 1 to Level 2)
We anticipate that our semester D's and F's will decrease throughout the year

What data did you use to form this goal (findings from data analysis)?

ELPAC results
CAASPP results
3-year trends

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved outcomes on standardized tests (CAASPP & ELPAC)	ELA, Math scores on CAASPP & ELPAC Scores	Students move up at least one level on ELPAC and CAASPP scores
Improved Quarterly and Semester Grades	Semester 1 Grades (D's & F's)	Number of students getting D's and F's at quarter/semester will decrease by 2nd semester grades
Increase reclassification rate	0% Reclassified	Increase reclassification of students by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Mt. Eden HS will support Language Learners in their ELA and Math classes primarily by having Bilingual ParaProfessionals to provide tutoring, academic pull-out or push-in support, homework assistance. ParaProfessionals and teachers will be provided training to support student achievement in teacher-led classrooms.	Language Learners and ParaProfessionals	35,000 Title I 2000-2999: Classified Personnel Salaries Bilingual Paraeducators (Rollover will be used for the 2nd bilingual para)
3.2	Mt. Eden HS will create a Multilingual Learner team that will consist of ELA teachers with ELD experience; EL Specialist, Bilingual Paraeducator, ELAC Parents, Administration, Counselors, and Case Managers to be intentional about supporting our school create classrooms that are welcoming, engaging, and rigorous for our multilingual learners. Funds for this strategy will support resources such as extra hours for planning and meetings, supplemental activities or programs that will enhance the learning experiences of multilingual learners and parent advocacy. Funds will be reflected in Goal 8 (WASC).	EL Teachers, and Specialists	
3.3	Mt. Eden HS will continue implementation Sheltered ELA classes for each grade level to support Level 1 and 2 language learners to enhance English proficiency skills in a more scaffolded and differentiated instruction space. We aim to open Algebra SHL classes in the 25-26 school year as well to provide additional language support in mathematics as well. Provisions will be made for Sheltered ELA teachers for time and opportunities to collaborate with other Sheltered teachers and offer professional development opportunities to enhance skills to support language acquisition. Funds will be reflected in Goal 8 (WASC)	Language Learners	5,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted Multilingual Student Study Trip

	Funds for this strategy would support purchasing curriculum resources for the SHL classes (Funds reflected in Goal 1), and planning a study trip for SHL students.		
3.4	<p>Mt. Eden HS will provide teachers with collaboration time and professional learning opportunities to learn ELD strategies for engagement and rigor while fully supporting students' language proficiency and access to curriculum across contents.</p> <p>Funds will be used to support peer observations, resources (books) that teach different strategies, trainings and workshops (i.e. CABE or other sheltered or bilingual learning strategies conferences) that are designed to increase student engagement. Funds will be reflected in Goal 8 (WASC).</p>	All Teachers	
3.5	<p>Mt. Eden HS students will have access to tutoring/homework support before, throughout, and after school in a variety of ways to support a greater understanding, connection, and enjoyment of school and preparation for ELPAC/CAASPP testing.</p> <p>Funds will be used to support extra hours to support test prep study sessions primarily for EL students, a purchase of a Rosetta Stone (or something similar) to support language acquisition, and and technology (i.e. Chromecart - 10 computers, Sound Equipment, etc)</p>	Language Learners	<p>2,500 Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions for Language Learners 1,000 Title I 0000: Unrestricted Supplemental Online Resources (Quizziz and Rosetta Stone)</p>
3.6	<p>Mt. Eden HS will create a positive incentive program that acknowledges small and large accomplishments of multilingual learners over the course of the school year. Acknowledgements include but not limited to Reclassification, improvement on ELPAC scores, attendance, successful completion of classes and coursework, etc..</p> <p>Funds will be used to purchase incentives or school wide programming such as rallies, assemblies, etc. (Funds reflected in Goal 5 - School Climate)</p>	Language Learners	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We were able to retain one bilingual paraeducator for the 23-24 school year and their work to support students in their ELA and Math classes was instrumental in providing them the extra support needed. We successfully ran two ELA Sheltered classes (9th and 10th Grade) and built some strong partnerships between the ELA and ELD Departments. The development of a Language Learner team has begun and their was a collective effort for all stakeholders (Teacher, EL Specialist, Bilingual Paraeducator, and ELA Department Chair). Funds were used to purchase resources and supplies for our sheltered classes and we are working to determine what types of reading material at various levels are able to be used to increase connectedness in the class. Our new Sheltered teacher was also able to get some professional learning opportunities going to observe and learn from other ELD/SHL teachers within the district.

The most important strategy is that the conversations around supports needed school wide for our multilingual learners has increased and become a focal point in every department about ways that we can ensure a sense of belonging in all classes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were only able to maintain one bilingual paraeducator instead of two as mentioned. We also need to implement the ELPAC/CAASPP test prep opportunities and work on ways that we can intentionally support academic engagement and success of our multilingual learners. We will need to continue our integration of sheltered classes and develop the scope and sequence of success for our students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The implementation of tailored English instruction has proven effective in improving student literacy outcomes, engagement, and motivation. By utilizing assessment data, personalized learning plans, technology integration, small group instruction, professional development, and parental involvement, schools can successfully meet the diverse needs of their students. This comprehensive approach ensures that each student receives the support they need to excel in English, fostering a positive and inclusive learning environment. Continuous monitoring and adaptation of strategies are crucial to maintaining and enhancing the effectiveness of these instructional practices.

Based on our WASC recommendations, we will be looking to improve, teach, and implement ELD Strategies across all contents through professional development and peer sharing among our staff. We seek to increase supplemental learning opportunities for our multilingual learners by incorporating college and career designated study trips for multilingual learners, bulk up interest and knowledge of college and career options, engage our parents in being educational partners with us. We will also look to implement a Sheltered Math program for our students to provide more language support for students in their math classes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Visual and Performing Arts

Deeper Learning -- Visual and Performing Arts: Mt. Eden HS will promote a focus on arts education, through an equity lens, by ensuring that all students have access to a VAPA-related activity on a quarterly basis, either through standalone VAPA course offerings (e.g. Art, Drama, Music), or through school wide activities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Mt. Eden HS needs to increase participation in our performing arts programs. Since we have come back from COVID, our numbers in programs such as Band, Choir, Dance, Theater, and Orchestra have decreased significantly. In addition to increasing numbers for those programs, Mt. Eden VAPA department is looking to enhance our technology based projects and curriculums to match present day formats and programming.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment for Performance based programs	All students take a beginning level Art Class, however, our performance based programs have low enrollment.	Increase by 10% in the 23-24 school year
Student Ds and Fs in VAPA classes	Will check with Data Tech for number of students who have failed a VAPA class.	Decrease amount of students by 5% who do not pass VAPA classes

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Mt. Eden HS will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering additional sections, offering after school enrichment, etc.	All Students	3,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds to Support VAPA Showcases 1,000

	Funds for this strategy will support VAPA/SPED integration programs, support for VAPA Showcases, Feeder school programming.		LCFF Supplemental and Concentration Funds 0000: Unrestricted Funds to Support VAPA programming in SPED classrooms
4.2	<p>Mt. Eden HS will provide additional coaching and support for the multiple instrument development, dance, theater with more structured and specified instruction.</p> <p>Funds will be used to pay for coaches in the various disciplines, guest performers/ances from musicians, artist, etc. (Funds supported in Prop 28 expenses this year)</p>	Performance Arts Students	
4.3	<p>Mt. Eden HS will provide additional resources for teachers who diversifying their content to connect students with lessons/assignments about various cultures, ethnicities, and identities as emphasized in our Anti-Bias/Anti-Racist Board Policy.</p> <p>In addition, Increased professional development opportunities for teachers that include learning about integrating the fine arts across all classroom settings.</p> <p>Funds for this strategy would support VAPA teachers purchasing AB/AR related resources or experiences for their students, and extra hours for VAPA teachers to provide workshops on ways to integrate art in all curriculums.</p>	All Students	<p>1,000 Title I 0000: Unrestricted Funds to Support AB/AR related curriculum and resources</p> <p>4,500 Title I 0000: Unrestricted Supplemental Online Resources (i.e. Scholastic subscription, EdPuzzle, Scholastic)</p> <p>1,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted Materials and Supplies for VAPA Classrooms (Claypeople account)</p>
4.4	<p>In addition, Mt. Eden HS will continue to support teachers with keeping up to date with latest technology resources that supports high quality instruction in STEAM related curriculums.</p> <p>Funds for this strategy will support the purchase of equipment and resources to build out our Maker Space. Equipment such as Glowforge's, Cricuts, Heat Presses, etc will be purchased. In addition, funds will be set aside to support VAPA inspired Maker Space events for our students and community.</p>	All Students	<p>1,398 LCFF Supplemental and Concentration Funds 0000: Unrestricted VAPA/STEAM Academic Competition in Maker Space</p> <p>Music, Sound, Print Production Resources to support Photography, Multimedia, and 3D Design courses (\$10,000 of LCFF rollover will be allocated)</p>
4.5	Mt. Eden HS VAPA department was granted Prop 28 funding to support keeping the arts alive in our schools. Some areas of the plan that the department/committee would like to address with support from SPSA credit recovery opportunities for students who fail VAPA classes and other summer programming that could introduce incoming 9th grade students to Mt. Eden and our art program.	All Students	

	Funds to support this strategy will be to support a summer learning opportunities for incoming 9th grade students and to research credit recovery options for VAPA students to be able to engage in.		
4.6	Mt. Eden HS will be hosting it's first ever all-school musical that will connect all VAPA programs to working in alignment to develop our musical. Prop 28 funds will be supporting a bulk of this work, however, SPSA funds may be used to provide additional support as needed.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

A comprehensive school plan was created by the committee that included Site Leader, VAPA Chair, VAPA Dept. members, Students, District VAPA partners. This plan is going to be a entire school VAPA musical that is to include stage and sound, costume dessign creation, musical instrumentation, dance choreography, dance performance, and theatrical performance. Each of these parts of the muscial will be a section allocated in the Master Schedule to provide sections for classes that students can sign up for and participate as well as obtain academic credit for.

The implementation of tailored visual and performing arts instruction has proven effective in enhancing student artistic skills, engagement, and personal growth. By utilizing assessment data, personalized learning plans, technology integration, small group instruction, professional development, and parental and community involvement, schools can successfully meet the diverse needs of their students. This comprehensive approach ensures that each student receives the support and opportunities they need to excel in the visual and performing arts, fostering a positive and creative learning environment. Continuous monitoring and adaptation of strategies are crucial to maintaining and enhancing the effectiveness of these instructional practices.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At this time no changes will be made until we establish a baseline and connection with Prop 28.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this time no changes will be made until we establish a baseline and connection with Prop 28.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- School Climate and Social Emotional Learning

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. All Students will report a 10% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS) and Panorama data. The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students and staff need increased and intentional support that focuses on emotional well-being, social interactions, peer to peer connectedness, conflict management/resolution, parent/student interactions, and staff/student interactions. We are still rebounding from the pandemic and school climate and engagement resources and activities are needed to re-teach/re-learn the benefits of nurturing a positive school climate and community. In addition, our school community needs to continue its efforts to nurture a school climate that places emphasis on the Anti-Bias/Anti-Racism Board policy and ways that our community can ensure that we are a welcoming, compassionate, and socially just school that honors its diversity as a strength.

Per our WASC recommended action items is to increase school wide activities such as rallies and assemblies to strengthen school community, connectedness, and celebrate our shared identities. There was also a mention of needing to investigate and implement ways to ensure that physical safety on campus is a top priority.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	43% of 9th Grade students and 45% of 11th Grade Students felt they were connected to school.	Increase School Connectedness by 20% in the 23-24 school year.
COST Data and Analysis	30% of students are waitlisted or pending services	100% of students referred to COST being served (Considering Student doesn't decline services)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>As evidenced by our COST data and the number of students who come to administration for support, there remains a great need for support our students with their social-emotional well-being. Therefore, Mt. Eden HS will enhance and continue to build out our school Wellness Center resources and personnel to support social-emotional well-being for all students.</p> <p>Our SEL counselor in partnership with our Restorative Justice Counselor, Youth Intervention Specialist, and Community Schools Specialist will continue to build out a multi-tiered program that supports an awareness and understanding of student challenges surrounding mental health, substance abuse, cyberbullying/social media, relationship boundaries/best practices and more.</p> <p>Funds for this strategy will be used to staff our Restorative Justice Counselor, develop a year long Health and Wellness Speaker Series that support awareness of teen-related challenges on a school campus, and resources/supplies/programming for our Wellness Center</p>	All Students	<p>106,000 Title I 1000-1999: Certificated Personnel Salaries Restorative Justice Counselor 5,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted Guest Speakers to Nurture awareness of teen-related challenges on a school campus (i.e. Mental Health; Substance Abuse, Cyberbullying, Healthy Relationships, etc.) Additional funds will be allotted from the 23-24 rollover</p>
5.2	<p>Mt. Eden HS will provide teachers and staff with additional resources and professional learning in social-emotional learning and restorative practices to support the campus holistically in various ways, including but not limited to, continuing and enhancing our RESTORE SELF wellness initiative, Wellness Wednesday activities, Professional Learning Communities, and workshops.</p> <p>We will continue to enhance our RESTORE SELF Wellness Initiative that we hope will connect our community through the promotion of healthy lifestyles, tools and resources that support overall well-being for students, staff, parents, and whole school community.</p> <p>Funds for this strategy will support the purchase of resources and materials to build out our RESTORE SELF programming with staff (i.e. materials for workshops, guest speakers, etc.). In addition, funds will support providing our staff with extra hours for planning and facilitating RESTORE SELF activities and workshops throughout the year.</p>	All Students	<p>2,500 LCFF Supplemental and Concentration Funds 0000: Unrestricted RESTORE SELF Resources & Materials for programming.</p>
5.3	<p>Mt. Eden HS will support student leaders and their advisors throughout the school to learn various ways to nurture and implement positive school climate and culture activities and programs through</p>	All Students	<p>2,500 LCFF Supplemental and Concentration Funds 0000: Unrestricted</p>

	<p>professional development opportunities for advisors, student conferences and camps for student leaders.</p> <p>Funds for this strategy will support staff and student conferences/workshops that teach ways to nurture an engaging school community. CADA Convention for adults and CADA Student Leadership conferences and camps are a few that will be funded. In addition, increasing our technology and ways that we create a presence via social media platforms and others to promote school wide events/activities will support creating awareness of the multitude of events that are on campus.</p>		<p>Student and Staff Climate Leadership Conferences, Conventions, and Memberships via CADA and other state known organizations that support student leaders on campuses</p>
5.4	<p>Mt. Eden HS will continue to promote a College and Career going culture on campus by way of supporting our academic pathways, college and career teams, and counseling department plan college visits/tours (study trips), on-campus college/career fairs, and other resources that support an awareness and presence of college and career opportunities. Additionally, we will support increased outreach, exposure, and connection to students who may need more support to becoming engaged in the college or career going culture.</p> <p>Funds for this strategy will support college and career study trips for students in various programs with INTENTIONAL goals to include students in Special Education, Multilingual Learners, African American, and AAPI student groups. In addition, funds will support creating an on-campus awareness of college and career opportunities in the form of on-campus college and career visits, pop-ups, career or college fairs.</p> <p>Funds for this strategy will also include</p>	All Students	<p>19,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted College Tours Study Trips for College & Career Team, AVID, SPED Study Trip \$7,000-College & Career, \$7,000 AVID/Puente, \$5,000 for SPED. (Approximately \$10,000 from 23-24 rollover to supplement CC and AVID/Puente trips)</p> <p>2,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted On-Campus College and Career Campus Visits, Pop-ups, etc..</p> <p>963 Title I 0000: Unrestricted AP Test Subsidy Support (Approximately \$12,000 will be allocated from the 23-24 rollover)</p>
5.5	<p>Mt. Eden HS will continue the work of the Mt. Eden Culture and Equity Team (MCET) to create opportunities for students and staff to be able to continue to grow and nurture opportunities for our school community to appreciate, represent, acknowledge, and showcase the various cultures, ethnicities, and identities that are present on our campus. The team comprised of staff, students and families will engage the school community through educational and social activities.</p> <p>Funds for this strategy will support resources, supports, and events that will enhance our MCET team and presence on campus.</p>	All Students and Staff	<p>3,800 LCFF Supplemental and Concentration Funds 0000: Unrestricted Academic Engagement Incentives (i.e. Graduation Sashes, Positive Behavior, etc.)</p>

<p>5.7</p>	<p>Mt. Eden HS will increase our reach and connection with cultural and community programs to support in the identification of the cultural community wealth that exists in our community while strengthening the connection of all stakeholders.</p> <p>Funds for this strategy will support MCET programming and our intentional goal of creating a culture that supports and learns about the various cultures we have on campus. Examples include community events on campus, funding for student-led clubs to showcase cultures, etc.. (23-24 Rollover funds will be used to support this work)</p>	<p>All students</p>	
<p>5.8</p>	<p>Mt. Eden HS will provide resources on culturally responsive and sustaining education as a framework support building authentic relationships grounded in one another's humanity and in service the entire school community. Provide resources for the implementation of PLCs to build relationships and shared knowledge.</p> <p>Funds for this strategy will be to support the collection of resources, workshop attendance, and/or supplies that support a professional learning community focused on nurturing a culturally responsive campus culture. (Funds will be reflected in Goal 8 - WASC)</p>		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The addition of our Restorative Justice Counselor has positively impacted our campus community. Their work in collaboration with the YIS and SEL counselor has proven to provide a safe space for students to restore relationships with peers, staff, and parents. Their presence on campus has also allowed us the space to connect more students to mental health and other COST related services. In addition, adding funds to support the development of our student leaders and the staff that guide their work has been a positive for our campus. It has allowed students to step outside of their comfort zones and reach new levels of leading their school campus. Lastly, this past year we began going on college tours again post pandemic. Our students traveled throughout the state to see several of the CSU's and UC's to support college selections and access to future opportunities.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not contract with the National Equity Project. We went another direction that was district funded.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Overall, Mt. Eden HS will focus on rebuilding our campus climate at all levels emphasizing support for student/staff, staff/staff, student/parent, staff/family partnerships throughout our campus. Continuing our efforts to support AB/AR related resources, programming, learning, and understanding, we have increased our support of building out our

Wellness Center, bringing back assemblies to address age-appropriate challenges, and becoming intentional with campus initiatives that focus on safety and cleanliness of the campus.

We also added language to increase efforts with our MCET team and creating a PLC environment for building culturally responsible and sustainable campus culture.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Mt. Eden HS will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 20% this school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parents, Guardians, and Families need to have increased awareness of student and school activities, ways to communicate with school staff (teachers, administrators, school staff), and connectedness to the school campus.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent Meetings (i.e. Coffee, SBDM, SSC, PTSA)	5% of Parents attend monthly meetings	10% of Parents attend monthly meetings
Number of Parents reading Parent Newsletter	30% of Parents read Newsletter regularly	50% of Parents read Newsletter regularly

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	<p>Mt. Eden HS will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.</p> <p>We will continue our partnership with TRIO and Chabot College to offer parent workshops surrounding how to support students in high school. We will seek to enhance our connections with our parent ambassador's connection, scholar athlete parents, VAPA parents, and intentionally</p>	All Students	<p>2,343.63</p> <p>Title 1: Parent Allocation 0000: Unrestricted Parent Workshops and Conferences (1% for Parent Engagement 0 Title I 2000-2999: Classified Personnel Salaries Translation Services for Parent Meetings (\$3,000 from</p>

	<p>create opportunities to engage in parent leadership and actions on campus.</p> <p>In addition, will add additional workshops entitled 3:30-11:30 to support routine building resources and activities that will assist students with being successful at school.</p>		<p>23-24 rollover will support translations) 3,700 LCFF Supplemental and Concentration Funds 0000: Unrestricted Guest Speakers and Resources to support Parent Engagement workshops and materials (23-24 Rollover will be used to supplement as well)</p>
6.2	<p>Mt. Eden HS will continue to use a variety of ways to communicate with parents and guardians about upcoming events, recent news and other school-wide messaging in multiple languages.</p>	All Students	<p>1,300 Title I 0000: Unrestricted SMORE Subscription for Parent Newsletter with added Translation services.</p>
6.4	<p>Mt. Eden HS needs to place intentional focus to revamp our AASAI parent programming and build connections with our Black and African (BASU) student programming that continues to grow and flourish.</p> <p>Funds for this strategy would support a 0.1FTE to have a staff member dedicated to increasing parent engagement/involvement on campus.</p>		<p>12,500 Title I 1000-1999: Certificated Personnel Salaries 0.1 FTE to support a certificated staff supporting the building and implementation of AASAI parent and student engagement opportunities to increase academic achievement and college preparation skills.</p>
6.5	<p>Mt. Eden HS will continue to enhance our Block Party (Back to school night), Open House, AP/Honors/Elective Night and other school wide parent engagement opportunities on campus.</p> <p>Funds for this strategy will support funding for our Block Party, Open House, and other parent nights. 23-24 rollover funds will be used to support funding.</p>		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Utilizing the SMORE newsletter has supported more families having access to school news in a language that is comfortable for them.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None to report at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are looking to provide more opportunities for parents and guardians to connect with school administration and community partners to learn more about how to parent teenagers in a postCovid time. We want to send more parents and guardians to conferences so that they can come back and be mentors to other parents and guardians as well.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Mt. Eden HS will decrease chronic absenteeism by 10% in the 23-24 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success for Attendance; HUSD will maintain 97% attendance at all sites Increase average daily attendance by 1%

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

What data did you use to form this goal (findings from data analysis)?

Site ADA data
Site truancy data

Group data to be collected to measure gains:

SSC will request the abridged attendance and truancy data (to ensure privacy) from the administration team and work with the Youth Intervention Specialist (YIS) and Dropout Prevention Specialist to ensure that at-risk students receive proper intervention and coordinated services available through both the site and district.

Strategy:

By educating both parents and students as to the importance of daily attendance in hopes that chronic absenteeism and tardiness will decrease and student performance will increase. Continued referrals to the SARB Board.

Groups participating in this goal

All students who are chronically absent from school or specific classes.
Any student whose grades are being adversely affected by absenteeism.
Students with the highest truancy rates.

Actions to improve achievement to exit program improvement

To ensure that attendance does not affect a student's ability to graduate, the YIS will closely work with CWA, Counseling, the Dropout Prevention Specialist, and Administration to ensure that the students receive guidance and services.

How does the goal align with your Local Educational Agency Plan goals?

The LEA plan has the same goal in this area.

What did the analysis of the data reveal that led you to this goal?

SSC's review of the ADA rates, comments from the Educational Staff, and truancy rates demonstrate that more intervention is needed in this area with a greater portion going to parent engagement and intervention methods. Stronger interventions are needed during school hours to ensure that students are not missing and/or late to individual classes within the school day.

Which stakeholders were involved in analyzing data and developing this goal?

Youth Intervention Specialist
Administrative Staff
Parents
Counselors
Educational Staff
Campus Safety Officers
Dropout Prevention Specialist
EL Specialist

Anticipated annual growth for each group:

Our goal is to decrease student absences by 3% which conversely increases Mt Eden's ADA. We expect to reach a 98% average daily attendance.

Means of evaluating progress toward this goal:

Quarterly ADA reports, truancy reports, as well as the grades associated with the students identified in these reports. Ongoing monitoring of students' attendance with a particular emphasis during transitions between grading periods (e.g. progress reports).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Reports	On average we have had 86% attendance rate for the 22-23 school year	10% increase in daily attendance rate.
Graduation rate of 2023-24	Not confirmed	90% or Higher graduation rate
Reports from Minga	NA	NA

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Youth Intervention Specialist (YIS) will assist students with chronic truancy as truancy is the strongest indicator of student drop-out rates. Admin, YIS, SEL Counselor, RJ Counselor, and Attendance will work in collaboration to increase attendance that will also support increasing graduation rates.</p> <p>Mt. Eden HS will pilot a program called MINGA that promotes school wide student engagement, accountability, and academic supports necessary for student success. All teachers, coaches, counselors, and administrators will have access to monitor school wide engagement for each student.</p> <p>Funds for this strategy will include the pilot of a Student Engagement, Digital Hall Pass, and Activity Counter program that is designed to promote student engagement and success. The program is called Minga.</p>	All Students	0 Title I 0000: Unrestricted MINGA Program that monitors attendance, behavior, and academic engagement of students.
7.2	Mt. Eden HS staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.		
7.3	Mt. Eden HS will continue to implement restorative practices and implementation will promote positive classroom communities and school culture (relationship and community building, strategies to improve relationships - student to student, staff to student, and student to parent).	All Students	5,000 LCFF Supplemental and Concentration Funds 0000: Unrestricted School Climate & Engagement Workshops for Students and Staff to support positive attendance behaviors (Approx. \$5,000 will be allocated from 23-24 rollover)
7.4	<p>Mt. Eden HS will continue to increase credit recovery opportunities, additional support with homework/mentorship, provide before, during, and after school work sessions.</p> <p>Funds for this strategy will include extra hours for staff members to facilitate after school tutoring options on campus.</p>	All Students	2,600 Title I 0000: Unrestricted Homework/Tutoring/Mentorship/Credit Recovery Interventions

7.5	Getting incoming freshmen off to a good start by implementing a 9th Grade Readiness Conference that will prepare students for what the start of high school will be for them. It will also support parents understanding several resources and practices that will help them keep their students engaged and on track. Still working to make this a reality.	All Students	
7.6	Mt. Eden HS will provide resources to support awareness and connectivity to Advanced Placement and Honors classes, test preparation. We will also intentionally look at students who historically are not considered for AP classes and encourage a culture that opens the door for all to participate. Funding for this strategy will be a 0.1FTE to support a staff member to explicitly support efforts to increase awareness of AP class selection and student success on campus.		12,500 Title I 1000-1999: Certificated Personnel Salaries 0.1 FTE for certificated staff member to support student access to Honors and Advanced Placement programming and test taking strategies.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Attendance continues to be slower to improve since our return from COVID. We have implemented a School Check-In system, use of tardy sweeps, and truancy meetings to continue to support students getting to school. The implementation of the RJ counselor and SEL counselor has created opportunities for students to develop contracts for attendance and behavior to assist with a restoration of positive attendance traits.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added additional support for AP testing, CAASPP testing, and intervention supports to hopefully encourage participation, completion, and successful passing of a variety of these assessment opportunities. The introduction of the student monitoring system will hopefully give students a guide to what they can become involved in to remain focused in school and hopefully decrease absenteeism and chronic tardies. Bringing back assemblies that honor positive behaviors we also hope will shift the tides of our attendance patterns.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

WASC

We will engage 100% staff will participate in the WASC process through Focus and Home Groups. We will analyze and Update the Action Plan from 2018 with new identified student learner goals based on the School Profile, grades, College and Career Readiness Criteria, and LCAP goals.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

21st Century Success for WASC: HUSD high schools will continue their accreditation with the Western Association of Schools and Colleges

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to our WASC Self-Study, our staff determined the following as Major Preliminary Student Needs:

- ? Struggling students in major areas of math achievement: math practices, algebra functions and modeling.
- ? English learner students are not meeting ELA and math standards compared to other student groups.
- ? Student graduation rates are dropping despite the increase in school-to-college rates.
- ? While we address student socio-emotional needs, the increase in suspensions related to fighting is higher than normal, connecting to a need to improve the overall sense of physical safety on campus.

According to WASC Self-Study, our staff determined the following as Areas of Support and Growth for Staff are as follows:

- ? Checking for Understanding - Creating universal strategies for assessing data in all departments not just at the end of units, however, ongoing as part of daily routines in classrooms (Tier 1 Student Academic Engagement Strategies)
- ? System of Data Analysis - MEHS needs to systematically analyze student achievement data to drive instruction and differentiate curriculum for all learners. Collaborate with the district to identify current data systems, develop goals for increasing their effectiveness and implement key formative and summative data measures to better guide instruction and differentiate student support strategies.
- ? Creating a Collaboration Schedule - MEHS needs to be intentional about creating collaboration schedules that support and nurture a collective culture of learning and support for Staff.
- ? While we address student socio-emotional needs, the increase in suspensions related to fighting is higher than normal, connecting to a need to improve the overall sense of physical safety on campus.

Our WASC Visiting Committee agreed with all Student and Staff Needs we discovered through our Self-Study and formalized the following recommendations for our staff:

- ? Formalize a PLC System to Support Student Achievement
- ? Improve and create interventions for struggling and failing students beyond credit recovery with emphasis on populations that are underserved (i.e. Special Education, Multilingual Learners, African American)
- ? Increase school wide activities such as rallies and assemblies to strengthen school community, connectedness, and celebrate our shared identities.
- ? Additional designated ELD supports for EL students (including Long Term ELs) to achieve college and career readiness.
- ? Engage in Data Analysis training and implementation professional learning opportunities for staff to support Teacher Leader-Teacher Driven data analysis to identify what supports students need to be successful.
- ? Teacher-Led collaboration to investigate and implement effective and engaging Tier 1 instructional strategies for all students including students in special education.
- ? Additional opportunities for credit recovery need to be implemented by the school and/or district to address credit deficiency and declining graduation rates.

School plans to support these recommendations are found throughout the other seven goals within our SPSA and what isn't identified will be part of our WASC goal listed below.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>WASC Recommendations</p> <ol style="list-style-type: none"> 1. Work to implement PLCs and effective strategies for effective and collective collaboration 2. Implement and Grow upon Tier 1 and ELD academic engagement strategies 3. Emphasize scaffolded supports and increase support for SPED, Multilingual Learners, and more underrepresented populations to support academic achievement 4. Increase opportunities for credit deficient students to earn credits outside of credit recovery 5. Create a culture of data analysis and implementation for student success along with working towards vertical and horizontal alignment 6. Increase school wide assemblies/rallies to promote school connectedness and encourage an engaging and safe campus culture 7. Increase parent engagement 	WASC Visiting Committee Findings and Self-Study	<p>Show growth towards implementing structures and cultures that address each outcome.</p> <p>Long term goal is to have created and established a system and culture of support by the 2026-2027 Mid Cycle Review</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
8.1	Mt. Eden HS will begin to develop a PLC culture on campus to increase vertical and horizontal cohesion and alignment within and across curriculums. A staff text will be purchased and our teacher leader and administrative team will engage in the text along with other professional learning opportunities to effectively revive our PLC process	All Students	
8.2	Mt. Eden HS will develop a team of educators and students to make up a data team. A review of our Chapter 2 WASC Data Set will be done annually to create awareness of what our student's learning needs are. Funds will be used to support data analysis professional learning opportunities for our staff along with extra hours for educators selected to be part of our data team. The data team will regularly have time at staff meetings to present and engage our staff in our own data analysis.	All Students	5,000 Title I 0000: Unrestricted Extra Hours to support Data Team meeting times and presentations to staff.

<p>8.3</p>	<p>Mt. Eden HS will participate in professional learning opportunities (from colleagues and other resources) to increase Tier 1 and ELD academic engagement strategies to support student engagement and rigor in our classrooms. Funds will be used to support peer observations, resources (books) that teach different strategies, trainings and workshops that are designed to increase student engagement.</p> <p>From a school wide standpoint, we will pilot a behavior management, digital hall pass/ID, and student engagement tracker where all educators will have opportunities to acknowledge and record student engagement and behavior tracking. The system also has a reward program embedded that rewards positive interactions and behaviors. We hope that this program will be able to give us some climate data points that are often not gathered. In addition, we hope that this will assist our school with addressing our attendance concerns of chronic absences along with daily/single period cuts and tardies.</p>		<p>10,000 Title I 0000: Unrestricted Extra Hours & Supplemental Resources to support Tier 1 Academic Engagement Professional Learning Series (PLC Implementation) An additional \$6,000 will come from the 23-24 school year. 10,000 Title I 0000: Unrestricted Extra Hours & Supplemental Resources to support ELD Academic Engagement Professional Learning Series (PLC Implementation) An additional \$6,000 will come from the 23-24 school year.</p>
<p>8.4</p>	<p>Mt. Eden HS will enhance and increase our tutoring and homework support options throughout the week. Through use of CTE like programs and YEP after school options, we will seek to increase opportunities for students to get additional help with homework.</p> <p>We will continue to search for viable options for credit recovery throughout the school day to maximize opportunities for students.</p>		
<p>8.5</p>	<p>Our WASC Coordinators, Focus Group Leads, Student and Parent groups will continue to review findings and recommendations throughout the school year and continue to brainstorm and implement new ways to address our action items.</p>		
<p>8.6</p>	<p>An on-going goal has been to ensure that our school community continues to be able to access our digital curriculum resources, student assignments, and continue our full integration of 1:1 computer support for students, staff, and families.</p>		<p>87,000 LCFF Supplemental and Concentration Funds 2000-2999: Classified Personnel Salaries Technology Tech Specialist</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Nothing to report

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Nothing to report

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are shifting our Technology Lead position to another goal within our plan not specific to WASC.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$381,604.63
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$234,363.00

Subtotal of additional federal funds included for this school: \$234,363.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental and Concentration Funds	\$144,898.00
Title 1: Parent Allocation	\$2,343.63

Subtotal of state or local funds included for this school: \$147,241.63

Total of federal, state, and/or local funds for this school: \$381,604.63

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	197,127.00	197,127.00
Title I	242,595.00	8,232.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	144,898.00
Title 1: Parent Allocation	2,343.63
Title I	234,363.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	112,104.63
1000-1999: Certificated Personnel Salaries	133,500.00
2000-2999: Classified Personnel Salaries	122,000.00
5000-5999: Services And Other Operating Expenditures	14,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF Supplemental and Concentration Funds	57,898.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration Funds	87,000.00
0000: Unrestricted	Title 1: Parent Allocation	2,343.63
0000: Unrestricted	Title I	51,863.00
1000-1999: Certificated Personnel Salaries	Title I	133,500.00

2000-2999: Classified Personnel Salaries	Title I	35,000.00
5000-5999: Services And Other Operating Expenditures	Title I	14,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,000.00
Goal 2	9,500.00
Goal 3	43,500.00
Goal 4	11,898.00
Goal 5	141,763.00
Goal 6	19,843.63
Goal 7	20,100.00
Goal 8	112,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Monique Walton, Ed.D	Principal
Tahkeemah Norwood	Classroom Teacher
Daniel Guerrero	Classroom Teacher
Ghislaine Gery	Classroom Teacher
Tyler Tomei	Classroom Teacher
Yvette Cook	Other School Staff
Marwan Green	Parent or Community Member
Graciela Hernandez	Parent or Community Member
Elena Lepe	Parent or Community Member
Khamari Lewis	Secondary Student
Anne Valdez	Secondary Student
Alberto Valverde Flores	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee
Elena Lepe

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

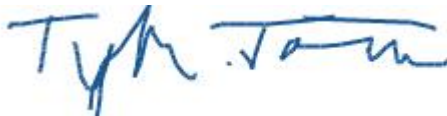
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 07/03/2024.

Attested:



Principal, Monique Walton, Ed.D on 08/05/2024



SSC Chairperson, Tyler Tomei on 08/05/2024